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ABSTRACT

A survey was conducted at six representative New York State two-year colleges to: (1) determine the relative importance of selected educational needs for students and staff in the business, health services, and trade/technology curricula; and (2) taxonomize the needs of re-entry adult students. Survey respondents included 561 traditional students (18 to 24 years of age), 529 adult re-entry students (25 years of age or older), and 199 faculty and staff. The survey instrument, administered both on campus and through the mail, consisted of 10 demographic items and 75 items focusing on collegiate services and activities in five categories: academic survival skills, personal-social development, instructional policies and practices, administrative policies, and student support services. Participants ranked each item according to a five-point Likert scale as being of "No Importance" to "Very High Importance." Analyses were performed on both the item and category levels. A taxonomy of needs was constructed by ranking items with means greater than one-half of the standard deviation above the overall mean as First Order; Third Order items had means less than one-half of the standard deviation; and Second Order items ranked between these points. The survey report compares the responses of the three participant groups, summarizes the adult needs taxonomy, and discusses the implications of the findings. (JP)

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Toward a Taxonomy of Adult Two-Year College Student Needs

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Introduction

Educational reentry[1] is a harrowing experience for many adults. Away from formal study for five years or more, adults (age 25 or older) reentering the educational system have limited knowledge of academic life and available resources. Yet they are expected to conform to an environment ill-equipped to serve the needs of older nontraditional students -- an environment in which administrative policies, instructional methods and materials, support services, and even attitudes are typically geared to recent high school graduates (McDermott, 1975). In addition, the academic progress of these "reentry" adults is often hampered by such factors as misinformation concerning intelligence, memory, and learning; communication deficiencies; family and occupational responsibilities; low self-confidence; poor study skills; and financial constraints (Hameister & Hickey, 1977; Lenning & Hanson, 1977; Tittle & Denker 1977).

Conscientious instruction and support enable many adults to surmount such obstacles and achieve their educational goals. Although well intended and beneficial to both student and institution, such efforts have remained for the most part empirically ungrounded, poorly systematized, and sporadically effective.

Given the economic straits of many postsecondary institutions coupled with the projected enrollment decline of the 18 to 24 age cohort (Bishop & Van Dyk, 1977), it behooves colleges to accept the challenge created by the current influx of older students. This challenge, however, is not simply to absorb adult students into existing academic programs, but to recast the total effort

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[1] The term "reentry" is used to designate the process of returning to the educational system after a hiatus in formal study.

by the institution to integrate these students into the campus community.

In response to these concerns, the Two-Year College Development Center, with support from the Bureau of Grants Administration, New York State Education Department, initiated the Reentry Adult Student Project in 1977. The overall goal of this project was to access information on adult students enrolled in selected occupational curricula in New York State two-year colleges.

The specific objectives of this phase of the overall three-year project were (1) to determine the relative importance of selected educational needs for two-year college students and staff in the business, health services, and trade/technology curricula in six New York State two year colleges; and (2) to taxonomize the needs of the reentry adult student sample.

Method

Sample

From the pool of 57 New York State two-year colleges with eligibility to receive vocational education funding, six colleges, representing diverse urban, suburban, and rural criteria, were selected to participate in the study.

Within each college, samples of younger (18-24 years of age) Traditional College Students, older (25 years of age or older) Reentry Adult Students, and Faculty and Staff in the business, health services, and trade/technology areas were administered the Survey of Student Needs using both mail and on-campus data collection techniques. Usable surveys were obtained from 561 Traditional College Students (50% response rate), 529 Reentry Adult Students (59% response rate), and 199 Faculty and Staff (66% response rate).

Insert Tables 1 and 2 about here

Table 1 provides the student demographic data. As indicated, the members of the Traditional College Student group were typically single, matriculated, full-time students, enrolled in day classes, with a gap in formal education of one year or less. The majority of these students had been attending their respective colleges for more than two semesters.

In contrast to this group, over two-thirds of the Reentry Adult Student group were part-time students, attending evening classes, with a gap in formal education of five years or more. The majority of these students were married and employed either part-time or full-time.

Table 2 presents the Faculty and Staff demographic data. The majority of these professionals had Master's Degrees, were employed full-time as administrators or teaching faculty, and indicated between 0-50% interaction with adult students.

Instrument

The Survey of Student Needs (Appendix) was developed with input from two-year college personnel in conjunction with information gleaned from a review of survey instruments used in other adult needs assessments.

Insert Table 3 about here

Following a pilot test of the items (Corrado & Mangano, 1978), the original form was modified to its final version which consists of 10 demographic items and 75 scale items tapping the following five conceptual categories or "facets" of the collegiate experience (Table 3 provides item-facet membership data): (1) Academic Survival Skills -- basic tools of academic competence; (2) Personal-Social Development -- those skills generalizable to a wide variety of situations, not typically regarded as curriculum determinants; (3) Instructional Patterns -- instructional policies, practices, and attitudes that affect a student's academic

performance; (4) Administrative Policies -- administrative procedures that establish and maintain the institutional context; and (5) Student Support Services -- institutional services that support and enhance a student's educational experience.

Students responded to each item according to a 5-point Likert-type scale ranked from "No Importance" (1 point) to "Very High Importance" (5 points).

The Survey of Student Needs has a coefficient of internal consistency (Cronbach's alpha reliability estimate) of .95; the coefficients of the five facets range from .72 to .92. The survey's readability level is grade 7.5; its administration time is approximately 15 minutes.

Data Analysis

Analyses were performed at both the item and facet levels. Frequency and percentage tabulations, means, standard deviations, rankings, and significance levels were computed for relevant variables.

Results and Discussion

The results of various between-group comparisons at the item level are displayed in Table 4.

Insert Table 4 about here

Twelve of the 51 items that differentiated the younger from the older student groups were given higher ratings by the older students. These items included vocabulary and math skill improvement; lecture classes; independent study courses; evening, weekend, and summer classes and registration; life experience credit; three hour classes; preregistration; and speedy registration procedures. The traditional college students indicated a high need for

extracurricular activities and personal-social development. Both groups expressed a high preference for concentration, memory, and study skill improvement; for relaxed, informal, encouraging instructors; and for a broad educational background with many courses providing specific job skills.

In comparing the item responses of the Reentry Adult Students with those of the Faculty and Staff, 67 of the 75 items achieved significant values. The Faculty and Staff, in general, perceived the needs of adult students as much more important than the adults themselves had indicated, and this trend was consistent across all facets. However of the 18 items given significantly higher ratings by the reentry adults, seven were related to instructional patterns. In addition to lecture classes, adults expressed a preference for relaxed and informal instructors who provide alternative assignments and retests, incorporate A-V materials into instruction, and use student input to design and organize courses. Improvement items of special concern to the reentry adults included oral reporting, concentration, social interaction, memory, and goal setting skills. Adults also expressed a high need for high academic achievement, life-experience credit, flexible attendance requirements, preregistration, speedy registration procedures, and a broad educational background.

The part-time versus full-time adult subgroups' comparison yielded 38 items with significant values. The full-time adults' profile was similar to the younger students' responses. Campus activities, personal-social development concerns, and the availability of remedial services were noted by both the full-time adult students and the traditional college students. In contrast, the part-time adult students expressed a greater need than other student groups for longer class periods that meet evenings and weekends.

Twenty-five of the 26 items differentiating the sexes were given higher

ratings by the women. They expressed a greater need than men for encouragement and reassurance, remedial and support services, and academic survival skill improvement. Reentry women also displayed a significant concern with grading policies, scheduling problems, and opportunities for alternative assignments. Men, on the other hand, exhibited a high need for evening classes.

Taxonomy of Adult Student Needs

The Taxonomy of Adult Student Needs (Table 5) displays a three-level ordering of needs across the five facets of the survey instrument. The facets are nested within the domains of "Learner" and "Provider." This format highlights the relative ranking of the items along the need continuum.

Insert Table 5 about here

The Taxonomy was designed in an effort to promote communication among decision-makers at the two-year college level, to suggest categories for thinking about the needs of reentry adult students, and to facilitate the implementation of the project's findings at the six participating institutions. It was constructed with the mean (M=3.41) and standard deviation (SD=.58) of the summated item scores of the adult student sample. Specifically, items with means greater than one-half of the standard deviation above the overall mean were ranked "First Order." Items with means less than one-half of the standard deviation below the overall mean were ranked "Third Order." Items with means between these points were ranked "Second Order."

As indicated, the adult students expressed a high need for various improvement items listed in the Academic Survival Skills and Personal-Social Development facets. They generally exhibited a preference for certain instructor-related attitudes ("relaxed and informal" instructors) and operationally-expedient services ("preregistration," "speedy registration procedures").

These findings are consistent with those of Warren and Roeffs (1972) who reported that adults were concerned with the time investment in college attendance and resented time consuming, non-instructional activities, such as complex registration procedures.

The adult students surveyed aspired to high academic achievement ("getting As and Bs"), and displayed a high need for encouragement from both within ("encouragement from instructors") and without ("encouragement from family") the institution. Since many adults return to formal study with "feelings of inadequacy about having been out of school so long" (Lenning & Hanson, 1977, p. 285), their need to succeed academically may well represent in part an attempt to substantiate their worth in a competitve academic arena. Likewise, their expressed desire for encouragement from others may be related to a need for reassurance that their academic goals are indeed credible and attainable.

Although the adult students were quite traditional in their instructional preferences ("course outlines," "course objectives," "use many examples"), they did indicate a need for some degree of flexibility in course organization ("more than one way to meet course requirements," "grades based on projects, papers, and class participation"). In addition, the adults placed a high importance on instructors who take into consideration an adult student's out-of-class responsibilities when scheduling assignments.

Anderson and Darkenwald (1979) have indicated that reentry adult students tend to be task-oriented academically. The general configuration of the items on the Taxonomy substantiated this notion, especially the first order placement of improvement and instructional items and the third order placement of extra-curricular pursuits and interpersonal concerns.

Although these results are generalizable across diverse educational settings at the two-year college level, the characteristics of the adult student sample

should be considered in any interpretation of the findings. The adults in the sample were students in various occupational education programs. The item with the highest mean (M=4.59) -- "Courses providing specific skills that will be useful on a job" -- reflected this orientation. Furthermore, the adults in the sample were currently enrolled students. That is, they had adjusted their life-styles to accommodate college attendance. Thus, such items as "child care facilities," "weekend classes," and "off-campus courses" were of low importance, since the adults in the study had already conformed to the conventional college fare.

Implications

The data from this study clearly indicate that reentry adults are a highly diverse group, and that subgroups within this population exhibit unique needs. Although the enhancement of institutional services would doubtless profit all students, these efforts are crucial to older students whose attrition rate may well reflect their lower tolerance of institutional barriers and frustrations.

To enhance instructional patterns, institutions should provide increased opportunities for faculty and staff development programs. Adjunct faculty should be recruited into these activities, since, in many cases, adult students are served by part-time faculty. These staff development activities should stress the importance of the perceived needs of reentry students, and should aim to develop a greater sensitivity to the out-of-class responsibilities of this group.

Colleges should strive to dispel the image of the institution as one serving the needs of adolescents and replace it with an image which acknowledges the importance of lifelong learning. Recruitment and registration procedures should be reviewed to assess their appropriateness for adults. Registration

should be scheduled at times convenient for adults, and procedures should be instituted so that registration can be accomplished in a minimum time. The opportunity to preregister should be made available. Other policy decisions which are indicated include providing a variety of evening, weekend and summer courses; life-experience credit; and independent study courses. Other institutional resources such as library, cafeteria, and bookstore hours should be reviewed and rescheduled where they are not available to adults attending part-time.

Colleges should examine current policies regarding tuition waivers and special loan practices in light of the increasing enrollment of reentry adults. Here, too, the hours of the financial aid office and the business office should be reviewed and rescheduled where indicated.

Colleges should assess the appropriateness of existing counseling services with respect to the unique needs of reentry adults. Increased emphasis should be given to orientation services, which should offer opportunity to include family members to marshall family support where appropriate. An evaluation should be made of the availability of academic, occupational and personal counseling services at times when most adults are on campus. The institution of peer counseling should be strongly considered where not available.

Adult students are different from traditional college students. Services and programs successful for one group are not necessarily appropriate for another. To optimize adult educational potential, the responses by two-year colleges must be diverse, holistic, and matched to the changing needs of an individual's life-span development. This posture will ensure the status of two-year colleges in the continued growth of lifelong learning.

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Table 1

Student Characteristics

	TCS[a]		RAS[b]	
	Male (N=263)	Female (N=298)	Male (N=279)	Female (N=250)
Age				
24 or younger	100.0%	100.0%	0.0%	0.0%
25-34			73.8	55.6
35-44			19.0	27.6
45-54			6.1	13.6
55-64			.4	2.8
65 or older			.7	0.0
Marital status				
Single	93.1	90.3	19.8	22.0
Married	6.9	8.7	73.0	55.2
Other	0.0	1.0	7.2	22.8
Employment				
Not employed	36.4	43.0	14.1	37.3
Employed part-time	41.4	39.6	7.6	13.3
Employed full-time	22.2	17.4	78.3	49.4
Gap in formal education				
1 year or less	79.1	70.6	9.7	5.7
2-4	18.3	25.7	23.7	18.5
5 years or more	2.7	3.7	66.6	75.9
Matriculated				
Yes	84.2	86.3	71.1	79.4
No	15.8	13.7	28.9	20.6
Credits this semester				
Part-time status				
5 credits or fewer	9.6	9.1	25.4	23.6
6-11	19.2	24.2	54.1	55.2
Full-time status				
12 credits or more	71.3	66.7	20.4	21.2
Semester in attendance				
First	8.4	9.1	10.8	7.6
2-4	79.4	70.4	50.2	47.2
5 semesters or more	12.2	20.5	39.1	45.2
Class schedule				
Day	63.3	50.5	11.1	17.6
Evening	18.8	23.6	79.2	67.6
Both	18.0	25.9	9.7	14.8
Academic major				
Business	57.1	70.1	57.1	47.0
Health services	2.8	20.4	5.0	41.5
Trade/Technology	40.1	9.5	37.8	11.4

a Traditional College Students.
b Reentry Adult Students.

Table 2

Faculty and Staff Characteristics

	Male (N=155)	Female (N=44)
Highest degree		
Associates	7.7%	14.3%
Bachelors	20.6	17.1
Masters	55.5	60.0
Doctorate	9.0	8.6
Other	3.9	0.0
Employment		
Employed part-time	41.3	40.0
Employed full-time	58.7	60.0
Primary Employment Function		
Administrator	14.2	17.1
Counselor	5.2	20.0
Teaching Faculty	69.0	48.6
Other	10.3	14.3
Major discipline area		
Business	38.1	42.9
Health Service	.6	11.4
Trade/Technology	39.4	8.6
Other	20.6	34.3
Employment		
Day	38.1	54.3
Evening	19.4	14.3
Both	42.6	31.4
Interaction with adult students		
0 - 25%	47.7	48.6
26 - 50%	32.9	28.6
51 - 75%	11.6	14.3
76 - 100%	6.5	5.7
Consecutive years of employment		
5 years or less	28.4	62.9
6 - 10 years	41.3	25.7
11 years or more	29.7	8.6

Table 3

Item-Facet Membership

Facet	Item[a]
Academic Survival Skills	8,16,27,39,41,48,56,58,62,63
Personal-Social Development	7,11,19,21,24,26,29,34,35,38,42, 44,51,52,53,54,59,67,70,72
Instructional Patterns	4,5,13,28,30,32,33,36,45,46,49,55, 64,66,71,74,75
Administrative Policies	3,9,10,12,14,20,23,40,43,50,65,69
Student Support Services	1,2,6,15,17,18,22,25,31,37,47,57, 60,61,68,73

[a]Consult survey for item content.

Table 4

Items With Significant Chi-Square Values Between Groups

Facet/Item (Modified)		Group With Higher Mean Item Score			
				RAS	
	N=	RAS-TCS[a] 529 561	RAS-F&S[b] 529 199	PT-FT[c] 419 110	M-F[d] 279 250
Academic Survival Skills[e]					
8. Improving study skills			F&S		
16. Learning to prepare better term papers		TCS	F&S	FT	
27. Improving note-taking skills		TCS	F&S		
39. Learning to give better oral reports			RAS		
41. Improving writing skills			F&S	FT	
48. Improving vocabulary skills		RAS	F&S		
56. Improving reading skills		TCS	F&S		F
58. Improving test-taking skills		TCS	F&S	FT	F
62. Improving math skills		RAS	F&S	FT	F
63. Learning to use library facilities		TCS	F&S		
Personal-Social Development					
7. Learning to organize time better		TCS	F&S		
11. Studying with other students		TCS	F&S	FT	
19. Encouragement from family			F&S		F
21. Working with other students		TCS	F&S	FT	
24. Improving concentration			RAS		
26. Fitting in with other students		TCS	F&S	FT	
29. Learning to cope with failure		TCS	F&S		
34. Improving social interactions		TCS	RAS	FT	
35. Place to study at home			F&S		
38. Improving memory			RAS		F
42. Keeping up with other students		TCS	F&S		
44. Getting As and Bs in courses		TCS	RAS		F
51. Learning to set better goals		TCS	RAS		
52. Improving motivation		TCS	F&S	FT	
53. Reducing uneasiness		TCS	F&S		
54. Age-mates in classes		TCS	F&S		
59. Setting aside time to study			F&S	FT	F
67. Getting together with other students		TCS	F&S	FT	
70. Improving self-confidence		TCS	F&S		F
72. Acquiring broad educational background			RAS		F
Instructional Patterns					
4. Instructors are personally interested					F
5. A-V materials in course			RAS		
13. Instructors have realistic view					F
28. Instructors use many examples					
30. Instructors provide alternatives		TCS	RAS	FT	F
32. Taking retests to improve grade		TCS	RAS	FT	F
33. Instructors modify course outline		TCS	RAS		
36. Instructors are relaxed and informal			RAS		
45. Courses designed with student input		TCS	RAS		
46. Discussion classes		TCS	F&S	FT	
49. Encouragement from instructors			F&S		F

Table 4 (cont'd)

Items With Significant Chi-Square Values Between Groups

Facet/Item (Modified)	N=	Group With Higher Mean Item Score: RAS-TCS[a] 529 561	RAS-F&S[b] 529 199	RAS PT-FT[c] 419 110	RAS M-F[d] 279 250
Instructional Patterns (cont'd)[e]					
55. Instructors follow course outline			F&S	FT	F
64. Grades based on several activities		TCS		FT	
66. Lecture classes		RAS	RAS	FT	
71. Knowledge of class standing		TCS	F&S	FT	
74. Course objectives to guide study				FT	F
75. Courses with several source materials		TCS		FT	
Administrative Policies					
3. Independent study		RAS	F&S		
9. Evening classes		RAS	F&S	PT	M
10. Dropping course without penalty		TCS	F&S	FT	
12. Pass-Fail grading			F&S		
14. Course variety			F&S		
20. Courses providing specific job skills					
23. Life-experience credit		RAS	RAS	FT	
40. Weekend classes		RAS	F&S		F
43. Off-campus courses			F&S		
50. Summer classes		RAS	F&S		
65. Flexible attendance requirements		TCS	RAS		
69. Three hour classes		RAS		PT	
Student Support Services					
1. Place to study on campus		TCS	F&S	FT	
2. Campus bus service		TCS	F&S	FT	F
6. Preregistration		RAS	RAS		F
15. Campus tour		TCS	F&S	FT	
17. Tutoring services		TCS	F&S	FT	
18. Occupational counseling			F&S	FT	F
22. Speedy registration procedures		RAS	RAS		F
25. Financial aid		TCS	F&S	FT	
31. Extracurricular activities		TCS	F&S	FT	
37. Evening and weekend registration		RAS	F&S	PT	
47. Campus child care facilities			F&S	FT	F
57. Job placement services		TCS	F&S	FT	F
60. Campus activities for students		TCS	F&S	FT	
61. Academic counseling			F&S	FT	F
68. Campus snack bar		TCS	F&S	FT	
73. Personal counseling		TCS	F&S	FT	

a Reentry Adult Students (RAS) vs. Traditional College Students (TCS).
b Reentry Adult Students (RAS) vs. Faculty and Staff (F&S).
c Reentry Adult Student Subgroups: Part-Time (PT) vs. Full-Time (FT).
d Reentry Adult Student Subgroups: Male (M) vs. Female (F).
e A group acronym (1) indicates that the responses of the two groups to that item differed significantly at or below the .05 level, and (2) targets the group with the higher mean item score. A blank space denotes that the responses of the two groups to that item did not differ significantly. The actual chi-square values are available from the authors.

TAXONOMY OF ADULT STUDENT NEEDS

Domain	Facet	Need Continuum[1,2] — First Order[3] (item mean > OM + .50SD)
Learner	**Academic Survival Skills** M = 3.59 SD = .23	• 4.06, 1.11 Improving my study skills[4] • 3.85, 1.16 Improving my test-taking skills
	Personal-Social Development M = 3.38 SD = .63	• 4.26, .99 Getting *A*s and *B*s in my courses • 4.09, 1.17 A place to study at home • 4.04, 1.07 Improving my concentration • 4.01, 1.10 Improving my memory • 3.90, 1.05 Acquiring a broad educational background • 3.89, 1.25 Encouragement from my family • 3.81, 1.24 Learning to organize my time better • 3.79, 1.13 Learning to set better goals for myself • 3.79, 1.14 Setting aside time every day to study
Provider	**Instructional Patterns** M = 3.55 SD = .52	• 4.34, .92 Instructors who are personally interested in my progress • 4.04, .96 Instructors who are relaxed and informal in the classroom • 4.01, .98 Instructors who use many examples in their teaching • 4.00, 1.14 Instructors who have a realistic view of my responsibilities outside class • 3.96, .97 Encouragement from my instructors • 3.92, 1.03 Instructors who provide more than one way to meet course requirements • 3.86, 1.09 Grades based on projects, papers, and class participation instead of on tests alone
	Administrative Policies M = 3.45 SD = .64	• 4.59, .72 Courses providing specific skills that will be useful on a job • 4.41, 1.02 Evening classes • 4.07, 1.11 Being able to obtain credit for out-of-college experiences
	Student Support Services M = 3.14 SD = .69	• 4.40, .86 Speedy registration procedures • 3.96, 1.12 Preregistration • 3.89, 1.22 Evening and weekend registration • 3.71, 1.15 Being able to get academic counseling

[1] Item responses scaled from "Of No Importance" (1 point) to "Of Very High Importance" (5 points)

[2] Values: Overall Mean (OM) = 3.41; Overall Standard Deviation (OSD) = .58

[3] Mean, standard deviation, and item.

Domain	Facet	Second Order
Learner	**Academic Survival Skills** M = 3.59 SD = .23	• 3.62, 1.21 Learning to give better oral reports • 3.59, 1.24 Improving my vocabulary skills • 3.58, 1.32 Improving my reading skills • 3.55, 1.19 Improving my writing skills • 3.54, 1.27 Improving my math skills • 3.47, 1.22 Learning to prepare better term papers • 3.45, 1.24 Improving my note-taking skills • 3.23, 1.18 Learning to use the library facilities
	Personal-Social Development M = 3.38 SD = .63	• 3.59, 1.24 Improving my motivation for college work • 3.53, 1.26 Improving my self-confidence • 3.17, 1.31 Learning to cope with failure
Provider	**Instructional Patterns** M = 3.55 SD = .52	• 3.69, 1.10 Instructors who modify the course outline to satisfy student interests • 3.66, 1.02 Course objectives to guide my study • 3.66, 1.08 The use of films, tapes, and other audio-visual materials in a course • 3.49, 1.26 Being able to take re-tests to improve my grade • 3.28, 1.09 Courses with many class discussions
	Administrative Policies M = 3.45 SD = .64	• 3.47, 1.36 Summer classes • 3.43, 1.24 Flexible requirements for class attendance • 3.36, 1.28 Three hour classes that meet once each week • 3.36, 1.28 Being able to take a variety of courses before deciding on a major field • 3.33, 1.26 Being able to take a course as an independent study • 3.30, 1.41 Being able to drop a course at any time without receiving a penalty grade
	Student Support Services M = 3.14 SD = .69	• 3.68, 1.40 Job placement services • 3.64, 1.28 Being able to get occupational counseling • 3.57, 1.45 Financial aid

Domain	Facet	Third Order[4]
Learner	**Academic Survival Skills** M = 3.59 SD = .23	
	Personal-Social Development M = 3.38 SD = .63	• 3.07, 1.19 Working with other students on class projects • 3.03, 1.32 Keeping up with other students • 2.96, 1.30 Fitting in with other students • 2.80, 1.17 Improving my social interactions with other students • 2.66, 1.25 Studying with other students • 2.65, 1.37 Reducing my uneasiness about going to college • 2.31, 1.13 Getting together with other students after class • 2.19, 1.20 Students my own age in my classes
Provider	**Instructional Patterns** M = 3.55 SD = .52	• 3.10, 1.17 Courses using many source materials instead of single textbooks • 3.01, 1.24 Knowing how I'm doing in relation to others in class • 2.93, 1.22 Instructors who follow the course outline very closely • 2.82, 1.05 Courses in which the instructor lectures most of the time • 2.51, 1.12 Instructors who let students decide what should be covered in a course
	Administrative Policies M = 3.45 SD = .64	• 2.80, 1.29 Off-campus courses • 2.69, 1.39 Weekend classes • 2.55, 1.39 Being able to take a course with *Pass-Fail* grading instead of *A* to *F* grading
	Student Support Services M = 3.14 SD = .69	• 2.99, 1.46 A place to study on campus • 2.91, 1.37 Tutoring services • 2.79, 1.37 A campus snack bar open during all class hours • 2.77, 1.34 Being able to get counseling for personal problems • 2.62, 1.26 Campus activities for students with interests similar to mine • 2.53, 1.35 A campus tour during my first semester • 2.50, 1.24 Extracurricular activities • 2.31, 1.47 Child care facilities on campus • 2.01, 1.31 Bus service to the campus

[4]Third Order (item mean <OM -.50SD).

SURVEY OF STUDENT NEEDS

1 - 8

Two-Year College Development Center
State University of New York at Albany
440 Washington Avenue
Albany, New York 12222

Part I - Current Status

Please check (___) the information requested.

1. Sex:
   (1) ___ Male (2) ___ Female (9)

2. Age:
   (1) ___ 24 or younger
   (2) ___ 25 - 34
   (3) ___ 35 - 44
   (4) ___ 45 - 54
   (5) ___ 55 - 64
   (6) ___ 65 or older
   (10)

3. Marital Status: (11)
   (1) ___ Single
   (2) ___ Married
   (3) ___ Widowed, divorced, or separated

4. Employment: (12)
   (1) ___ Not employed
   (2) ___ Employed part-time
   (3) ___ Employed full-time

5. Before attending this college, when did you last take a course in either high school or college?
   (1) ___ 1 year ago or less (13)
   (2) ___ 2 - 4 years ago
   (3) ___ 5 years ago or more

6. Are you currently enrolled in a degree program (matriculated)?
   (1) ___ Yes (2) ___ No (14)

7. How many credits are you taking this semester?
   (1) ___ 5 or fewer (15)
   (2) ___ 6 - 11
   (3) ___ 12 or more

8. How many semesters have you attended this college?
   (1) ___ This is my first semester (16)
   (2) ___ 2 - 4
   (3) ___ 5 or more

9. When do you attend classes?
   (1) ___ Day (17)
   (2) ___ Evening
   (3) ___ Both day and evening

10. What is your major field of study?
    (1) ___ Business (2) ___ Health Science (3) Trade/Technology (18)
    (4) ___ Other (Specify) _____

1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Very High Importance

35.	A place to study at home	1	2	3	4	5	(53)
36.	Instructors who are relaxed and informal in the classroom	1	2	3	4	5	(54)
37.	Evening and weekend registration	1	2	3	4	5	(55)
38.	Improving my memory	1	2	3	4	5	(56)
39.	Learning to give better oral reports	1	2	3	4	5	(57)
40.	Weekend classes	1	2	3	4	5	(58)
41.	Improving my writing skills	1	2	3	4	5	(59)
42.	"Keeping up" with other students in class	1	2	3	4	5	(60)
43.	Off-campus courses	1	2	3	4	5	(61)
44.	Getting "A"s and "B"s in my courses	1	2	3	4	5	(62)
45.	Instructors who let students decide what should be covered in a course	1	2	3	4	5	(63)
46.	Courses with many class discussions	1	2	3	4	5	(64)
47.	Child care facilities on campus	1	2	3	4	5	(65)
48.	Improving my vocabulary skills	1	2	3	4	5	(66)
49.	Encouragement from my instructors	1	2	3	4	5	(67)
50.	Summer classes	1	2	3	4	5	(68)
51.	Learning to set better goals for myself	1	2	3	4	5	(69)
52.	Improving my motivation for college work	1	2	3	4	5	(70)
53.	Reducing my uneasiness about going to college	1	2	3	4	5	(71)
54.	Students my own age in my classes	1	2	3	4	5	(72)
55.	Instructors who follow the course outline very closely	1	2	3	4	5	(73)
56.	Improving my reading skills	1	2	3	4	5	(74)

1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Very High Importance

15. A campus tour during my first semester 1 2 3 4 5 (33)

16. Learning to prepare better term papers 1 2 3 4 5 (34)

17. Tutoring services. 1 2 3 4 5 (35)

18. Being able to get occupational counseling 1 2 3 4 5 (36)

19. Encouragement from my family 1 2 3 4 5 (37)

20. Courses providing specific skills that will be useful on a job. 1 2 3 4 5 (38)

21. Working with other students 1 2 3 4 5 (39)

22. Speedy registration procedures 1 2 3 4 5 (40)

23. Being able to obtain credit for out-of-college experiences 1 2 3 4 5 (41)

24. Improving my concentration 1 2 3 4 5 (42)

25. Financial aid. 1 2 3 4 5 (43)

26. "Fitting in" with other students 1 2 3 4 5 (44)

27. Improving my note-taking skills. 1 2 3 4 5 (45)

28. Instructors who use many examples in their teaching . . . 1 2 3 4 5 (46)

29. Learning to cope with failure. 1 2 3 4 5 (47)

30. Instructors who provide more than one way to meet course requirements 1 2 3 4 5 (48)

31. Extracurricular activities 1 2 3 4 5 (49)

32. Being able to take "re-tests" to improve my grade 1 2 3 4 5 (50)

33. Instructors who modify the course outline to satisfy student interests. 1 2 3 4 5 (51)

34. Improving my social interactions with other students . . . 1 2 3 4 5 (52)

PART II - STUDENT NEEDS

The following items represent needs for some college students. Please indicate HOW IMPORTANT EACH ITEM IS FOR YOU as a student. Respond to each item ONLY AS IT APPLIES TO YOU by circling one choice according to these rating categories:

1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Very High Importance

Example:

Being alive 1 2 3 4 (5)

Item:

1. A place to study on campus. 1 2 3 4 5 (19)
2. Bus service to the campus 1 2 3 4 5 (20)
3. Being able to take a course as an independent study 1 2 3 4 5 (21)
4. Instructors who are personally interested in my progress. 1 2 3 4 5 (22)
5. The use of films, tapes, and other audio-visual materials in a course 1 2 3 4 5 (23)
6. Preregistration 1 2 3 4 5 (24)
7. Learning to organize my time better 1 2 3 4 5 (25)
8. Improving my study skills 1 2 3 4 5 (26)
9. Evening classes 1 2 3 4 5 (27)
10. Being able to drop a course at any time without receiving a penalty grade. 1 2 3 4 5 (28)
11. Studying with other students. 1 2 3 4 5 (29)
12. Being able to take a course with "pass-fail" grading instead of "A to F" grading. 1 2 3 4 5 (30)
13. Instructors who have a realistic view of my responsibilities outside class. 1 2 3 4 5 (31)
14. Being able to take a variety of courses before deciding a major field of study 1 2 3 4 5 (32)

1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Very High Importance

57.	Job placement services	1	2	3	4	5	(75)
58.	Improving my test-taking skills	1	2	3	4	5	(76)
59.	Setting aside time every day to study	1	2	3	4	5	(77)
60.	Campus activities for students with interests similar to mine	1	2	3	4	5	(78)
61.	Being able to get academic counseling	1	2	3	4	5	(79)
62.	Improving my math skills	1	2	3	4	5	(80)
63.	Learning to use the library facilities	1	2	3	4	5	(9)
64.	Grades based on projects, papers, and class participation instead of on tests alone	1	2	3	4	5	(10)
65.	Flexible requirements for class attendance	1	2	3	4	5	(11)
66.	Courses in which the instructor lectures most of the time.	1	2	3	4	5	(12)
67.	Getting together with other students after class	1	2	3	4	5	(13)
68.	A campus snack bar open during all class hours	1	2	3	4	5	(14)
69.	Three hour classes that meet once a week	1	2	3	4	5	(15)
70.	Improving my self-confidence	1	2	3	4	5	(16)
71.	Knowing how I'm doing in relation to others in the class	1	2	3	4	5	(17)
72.	Acquiring a broad educational background	1	2	3	4	5	(18)
73.	Being able to get counseling for personal problems	1	2	3	4	5	(19)
74.	Course objectives to guide my study	1	2	3	4	5	(20)
75.	Courses using many source materials instead of single textbooks	1	2	3	4	5	(21)

Please feel free to add any written comments. Thank you for your help.

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